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ABSTRACT

Early in 1982 the Seattle (Washington) School Board organized a seminar on school effectiveness in Seattle. The seminar group, including teachers, administrators, a community representative, and a school board member, looked at relevant research and considered testimony by community groups, individuals, teachers, and students on school effectiveness. This report is the product of that process. It begins with a brief summary of research on effective schools. A short definition of effective schools is offered, describing them as those in which all students master basic skills, seek academic excellence in all subjects, and demonstrate achievement through systematic testing. The report then lists 12 characteristics that are necessary for effective schools in Seattle, ranging from clear goals to parent and community involvement. The next chapter presents a summary of problems identified by the seminar in 11 areas in Seattle schools, such as staff dedication, goals, time on task, and communication. Based on the problems identified, the report lists general and specific recommendations for making Seattle schools more effective. The roles of all participants in the Seattle schools are then delineated. A list of existing policies and policy recommendations relating to effective schools concludes the report. (Author/JM)

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EFFECTIVE SCHOOLS
Seminar Report

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TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	RESEARCH SUMMARY	2
III.	A SEATTLE DEFINITION OF AN EFFECTIVE SCHOOL	3
IV.	CHARACTERISTICS OF AN EFFECTIVE SCHOOL	4
V.	PROBLEM SUMMARY	6
VI.	GENERAL RECOMMENDATIONS	11
VII.	SPECIFIC RECOMMENDATIONS	12
VIII.	ROLE SUMMARY	18
IX.	POLICY RECOMMENDATIONS	24
X.	ACKNOWLEDGEMENTS	28
XI.	GLOSSARY	30

Quotable quotes:

"If you doubt that all kids can learn, think of this: 99% of the people in the world learn to speak the language of their associates."

Wilbur Brookover
University of Michigan

I. INTRODUCTION

Consistently over the years the Seattle School Board adopts as its first goal one of providing quality education:

> **"To provide challenging educational opportunities within a positive learning environment consistent with each student's potential."***

As a major effort to improve the quality of education, the Board chose, in December 1981, the topic of "Effective Schools" as its second decision seminar topic.

A seminar group of eleven members was selected, including teachers, central office staff, building administrators, a community representative, and a School Board member. In February 1982 the seminar conducted an intensive study of the topic. The process included a review of relevant research; testimony by groups, agencies, and individuals; four community meetings; two open hearings for teachers; a meeting with the student Inter-High Council; written statements from a variety of individuals; and considerable discussion and debate.

Information and insights from all these sources were debated and discussed. The following represents the best thinking of the seminar based on this enormous amount of interesting and sometimes contradictory information.

We offer our report with a great deal of respect for the overall quality of the Seattle program, and for the lively interest and commitment of the community to education. We believe firmly that the challenge of the 80's in Seattle schools is to reach a higher degree of performance from students and staff, and a higher quality of partnership between school and community. To begin meeting the challenge, we offer this report.

*School Board: District Goals and Objectives 1981-82.

II. RESEARCH SUMMARY

In addressing the topic of effective schools the seminar studied a variety of scholarly research reports and articles. A copy of the bibliography is available on request from the Office of Policy Planning.

Much of the written material is consistent regarding the fact that all students can learn and the importance of leadership, high expectations, clear goals, time on task, monitoring student performance, and positive climate. The research is inconsistent regarding the effect on achievement of parent participation in the school.

The consistency of parent concern and comment is remarkable. Parents supported research findings on leadership, expectations, goals, testing, and climate. On a more personal level, parents addressed the questions of education for all students, community involvement, multicultural education, communication, and the imperative need for curriculum continuity and consistency from class to class and school to school.

We encountered intolerance for inadequate administration or teaching. The community insists that all students can learn and, in effect, criticizes the schools when students are labeled and disregarded.

Parents agree with the research findings that high expectations will produce better learning. Parents want involvement in their children's schools. All too often, they feel that their attempts to help are not welcome.

Students addressed concerns regarding consistency in grading, comparable programs in the various schools, the need for positive relationships between students and teachers, and the need for challenging and interesting classes.

Teacher concerns included inconsistency questions, the need for standards, frustration about unclear direction, the need for dynamic leadership especially at the building level, and concern regarding the many demands placed on teacher and school and the need for adequate support services.

In total, the seminar discovered that considerable consensus exists in Seattle on the qualities needed for effective schools. Many of our schools and our teachers are judged as being "effective." The community wants them to be better.

Merging the data from all sources, the seminar attempts to focus in the following pages on effective schools in and for Seattle. To do this, a clear definition of an effective school was necessary.

III. A SEATTLE DEFINITION OF AN EFFECTIVE SCHOOL

An "Effective School" tends to be defined in the research as a list of characteristics similar to those on the following pages. To the community, an effective school seems to be whatever works, ranging from a priority on humaneness to a focus on achievement. The seminar chose to define the effective school in terms of outcomes. To focus on effectiveness, the seminar recommends acceptance of the following definition.

DEFINITION

An effective school is one where all students:

1. **Master the basic skills.**
2. **Seek academic excellence in all subject areas.**
3. **Demonstrate achievement through systematic testing.**

Explanation

Basic skills is defined as reading, writing, and arithmetic.

Mastery is defined as attaining a level of achievement established by the District.

Academic excellence is defined as achieving at maximum level for each individual.

Systematic testing of achievement is defined as a combination of: (1) teacher-made tests; (2) objective/criterion referenced tests to specify mastery of instructional objectives; and (3) standardized tests to measure student progress against national norms.

Given this definition, the characteristics of an effective school--what it takes to become effective--can be specified.

IV. CHARACTERISTICS OF AN EFFECTIVE SCHOOL

Considerable consistency exists in the research on the characteristics of an effective school. The Seattle community goes beyond the research in expecting that all students can and must learn, in standards of effectiveness and in joint involvement and responsibility of community and school.

For the effective school in Seattle, all of the following characteristics must be present.

1. Clear Goals. Effective schools are clear about their goals. All staff, students, and community can express the goals; and major efforts in terms of time and money, are devoted to the accomplishment of the goals.

2. Strong Leadership. In effective schools, the principal is the instructional leader, dedicated to the goals of the school, and able to rally and mobilize all resources to accomplish the goals.

3. Dedicated Staff. In the effective Seattle school, the staff works as a team at a high professional level to meet the needs of its particular student body. All staff understand and accept the goals, the school philosophy, and school rules and procedures. As a team, the staff exhibits positive morale and enthusiasm for their work.

4. High Expectations. The Seattle community has high expectations for the schools. The District, in turn, has high expectations for all staff. The school must demonstrate high expectations for each individual student; students must have high expectations for themselves. When expectations are high, better performance results. When expectations are low, lesser performance results.

5. Frequent Monitoring of Student Progress. The effective school is constantly aware of student progress in relationship to instructional objectives. Test results are used in an effective school in giving students feedback on their performance, informing parents of the student's progress and needs, individualizing remediation, improving curriculum and improving teaching methods.

6. Early Identification. In the effective Seattle school, a concerted effort is made to identify learning difficulties as early as possible and to provide remedial assistance directed at correcting specific difficulties.

7. A Positive Learning Climate. "Effective schools have an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional mission."[1] The climate is warm and responsive. Each student, staff member, and parent feels welcome and free to grow.

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[1] Brochure, Ohio State University, Department of Education

8. Time On Task. The more time spent on instruction, the greater the learning. The more time spent on basics, the greater the mastery of these fundamental skills. The more time the principal spends on improvement of instruction, the more improvement will result. The more time the Board and central administration devote to improvement of instruction, the greater improvement. The more time parents/community devote to the instructional mission, the better the school will be. Time on task for Seattle, limited to student/teacher time in the research, is expanded to mean time on task for everyone involved.

9. Curriculum Continuity. In the effective Seattle school, the District prescribed curriculum is followed in order to provide consistency and continuity in instruction. The principal knows the requirements and monitors the use of the curriculum. The same basic subject matter is taught in each school in the same grade.

   In the effective school, the classroom work of specialty teachers (Special Education, Bilingual, Title I, for example) utilize District curriculum, teach to the same objectives, provide extra time on task for mainstreamed students, and work with the regular classroom teacher to assist individual students to master the material.

10. Multicultural Education. The effective Seattle school integrates into the regular curriculum significant content on all the cultures represented in this diverse city. Throughout the school, in every classroom, or activity, our multiple cultures are recognized. Every student, parent, and staff member, as a result, feel recognized, appreciated, and respected. Every culture enriches the learning environment for all students.

11. Communication. An effective school keeps staff, students, the community, and the District, aware and informed of school affairs. Teachers interact directly with parents and students. The principal is open and receptive to concerns of students, teachers, and community. At the District level principals and staff are kept informed, preferably in advance of major District activities.

12. Parent/Community Involvement. For Seattle, an effective school involves parents in meaningful ways in the school. Volunteers are welcomed, encouraged and used productively. Resources of the general community are utilized to further the partnership between community and school. School planning involves staff with community in collaborative relationships.

V. PROBLEM SUMMARY

The Seattle community clearly has diverse, sometimes competing, priorities and preferences related to schools. The following list summarizes problems as viewed by various individuals and groups. While all these problems are not dealt with in the recommendations, the seminar felt it was important to recognize them. They are grouped here to show the relationships to the characteristics of effective schools.

1. Goals

   a. There are mixed perceptions concerning goals and priorities among the community and staff.

   b. The School Board has policies in effect on consistency in curriculum; the staff does not always appear to be aware of these.

2. Leadership

   a. The learning process is hampered due to the lack of:

      - Team effort by the total staff at the building level
      - Team effort at the District level
      - Instability of staffing

   b. Principals are not always trained, qualified and functioning instructional leaders, or effective evaluators.

   c. There are too many competing priorities.

   d. There is disagreement regarding the amount of independence the building principals should have versus the amount of control which should be exercised by the District.

   e. There is no recognition/reward system for good teaching.

   f. No opportunity is provided the teacher to self-evaluate performance.

   g. The current staff performance evaluation systems are inadequate.

3. Dedicated Staff

   a. Teachers

      (1) Many teachers do not use a variety of teaching methods. Instruction is therefore insufficient for students with different learning styles.

(2) Too many teachers are not motivated to teach.

(3) Teachers are not always trained and qualified in the subject areas they are teaching.

(4) Present in-service training programs often do not reach those who need them most.

(5) The job of the teacher has been made much more complex by the mix of students: handicapped, bilingual, remedial, etc.

(6) Teachers lack classroom management skills.

(7) Teachers need better skills in motivating the reluctant student.

(8) Grading standards vary widely from teacher to teacher and school to school.

b. Counselors/Nurses

(1) There are no counselors at the elementary level.

(2) Counselors at the secondary level are involved in scheduling, not counseling.

(3) Too many minority students are channeled into non-college prep courses and special education.

(4) Nursing time is inadequate; other staff work is disrupted in filling in for the nurse.

4. High Expectations

a. Students are moved to the next class or grade level before mastering basic skills.

b. Too many minority students underachieve.

c. Too many schools have low student expectations based upon race, sex, and social class.

d. In effect, expectations are low beginning with the board and superintendent through principals, teachers, students, and parents.

5. Monitoring

a. There is no regular systematic assessment of students in the basic skills areas, particularly at the high school level.

b. Standardized tests do not match exactly the Seattle curriculum. To ensure mastery, there is a need for criterion/objective referenced testing based on instructional objectives.

6. Early Identification

a. Students are moved from grade to grade, whether or not they have mastered skills at a level high enough to succeed.

b. Programs for early identification and systematic remediation are not adequate.

7. Climate

a. Schools do not reflect a positive physical environment.

b. Too many schools do not have an atmosphere of respect and consideration.

c. Too many schools have differential application of discipline sanctions in regard to race, sex, and social class.

d. Many principals and teachers are not consistent in enforcing discipline guidelines in classroom and building.

8. Time On Task

a. There are too many unnecessary classroom interruptions.

b. Teachers do not spend enough time on task--teaching to critical objectives; students do not spend enough time learning.

c. There are too many demands on the time of the principal and teacher.

d. Central administration is not visible in the schools; to the staff, the time spent by central administration does not reflect a priority on improvement of instruction.

9. Curriculum

a. There is a lack of continuity in curriculum from building to building, grade to grade, and teacher to teacher.

b. Schools do not adequately prepare students for the future.

c. Career/vocational training, particularly at the secondary level, is inadequate to meet the needs of students.

d. There are insufficient, current teaching materials.

e. There is no standard grading system.

f. Basic skills are not emphasized in all classes.

g. There is a lack of systematic, effective basic skills remediation.

h. There is no consistent homework practice; homework, when given, is often not graded and returned; there is no coordination among teachers on homework demands.

10. Multicultural Education

a. Multicultural content is not systematically incorporated into the total curriculum; this is unacceptable in Seattle's diverse society.

b. Sexist curriculum content needs to be eliminated.

c. Teachers, principals, and staff are not evaluated on the quality of their interaction with students of different races, sexes, and social classes.

d. There are not enough visible minority staff in the system to serve as effective role models for minority students.

e. The District's insensitivity too often results in media releases which reinforce negative racial stereotypes.

11. Communications

a. There is inadequate two-way communication between:

- Board and central administration
- Central administration and principals
- Central administration and community
- Principals and teachers
- Teachers and students
- Parents and teachers
- Students and students
- Students and parents

b. Many teachers do not interact with students, particularly at the secondary level.

c. Teachers do not communicate with parents on the problems of the student or how to help the parent help the child.

12. Parent/Community Involvement

a. Parents feel rejected by the school when they offer to help.

b. Parents feel unwanted at the secondary level.

c. Parents are used only on trivial tasks.

d. The District "uses" the parents to pass levies, then forgets about them.

e. The District has hardly begun to tap community resources.

f. Parents expressed a need for training to help students with learning.

After reviewing the research and identifying problems through testimony and community meetings, a number of key areas were selected for attention. For each of these, a general recommendation was written. To highlight these, they are listed separately on the next page.

VI. GENERAL RECOMMENDATIONS

Goals and Policies

That the specific direction of the District, based on School Board policies and goals, be clearly and forcefully communicated to all employees, students, parents, and community.

Basic Skills

That each school establish as the number one priority the improvement of basic skills achievement and that basic skills take precedence over all other school activities.

Early Identification and Remediation

That every effort be made to identify and remediate learning problems at the earliest possible time.

Leadership

That every effort be made to improve the quality of leadership at all levels.

Teachers

That every effort be made to improve the quality of teaching at all levels.

High Expectations

That, District-wide, high expectations be held for all individuals involved in the schools.

School Atmosphere

That each school assure a caring, safe, orderly, and attractive atmosphere necessary for good learning.

Multicultural Education

That all ethnic groups in the Seattle community be represented in the school curriculum, materials, displays, and activities.

Community/Communication

That each school actively foster a sense of community through close working relationships with PTA, parent groups, individual parents, volunteers, and the community at large.

VII. SPECIFIC RECOMMENDATIONS

For each general recommendation, a set of specific recommendations was developed. The general recommendation is repeated in this section, followed by the specific ones.

Goals

That the specific direction of the District, based on School Board policies and goals, be clearly and forcefully communicated to all employees, students, parents, and community.

1. That precise, clear, and consistent goals be established by the Board and that all employees be held accountable for compliance with these goals.

2. That the District clearly identify the "givens" within which buildings will be operated; e.g., contractual agreements, curriculum standards, promotion/retention procedures, discipline policies, etc.

3. That the District clearly identify the areas of flexibility for the principal and encourage creative, dynamic leadership in these areas.

4. That the recommendations of the effective school report be utilized in the building-based planning effort, with special attention to improving instruction.

5. That the Board establish budget priorities to fund critical elements of the effective school report:

    - Early identification
    - Remediation
    - Test development
    - School staff planning meetings
    - Adequate materials and supplies

6. That the District provide planning time for school staff prior to the opening of school.

7. That the number of priorities and projects in any one year be limited realistically.

8. That it be clearly recognized that the only function of the central administration is to serve and support the instructional program in the schools.

9. That the Board make a three-year commitment to the implementation of the effective schools project, maintaining emphasis in every possible way: policies, goals, priorities, money.

Basic Skills

That each school establish as the number one priority the improvement of basic skills achievement and that basic skills take precedence over all other school activities.

1. That the required basic curriculum be taught in every school, every grade, every class. That each teacher and program be evaluated, in part, on compliance with this District requirement.

2. That each school annually establish improvement goals on basic skills achievement, based on standardized test results.

3. That each school devise procedures to ensure uninterrupted class time for concentration on basic skills instruction.

4. That a variety of programs, featuring differences in teaching methods, be continued to accommodate the needs and preferences of students and parents.

5. To meet the increasing concern about the variations in grading, that a thorough examination of this issue be conducted during 1982-83, either through a seminar or a major District task force.

6. That the District, each school, and the community work together to develop and implement plans to award and reinforce academic achievement.

7. That homework be utilized as a means of increasing time on task; that each school develop and implement a homework policy to include standards, grading, and coordination between secondary teachers.

Early Identification and Remediation

That every effort be made to identify and remediate learning problems at the earliest possible time.

1. That the present kindergarten screening test be reviewed, improved, and utilized as a first effort to deal with learning difficulties.

2. That the District establish a system for early identification and remediation of learning problems at all grade levels.

3. That, to help teachers better serve each child, each school implement the system for early identification and remediation of learning problems.

4. That, in order to help teachers work toward mastery for each student, the District provide objective referenced and/or diagnostic tests to be used by classroom teachers to identify student levels of learning.

5. That promotion/retention standards, currently being developed by the instructional staff, be in place by September 1982 for all grade levels.

Leadership

That every effort be made to improve the quality of leadership at all levels.

1. That the central administration model the priority of improved academic achievement through time, attention, money, and planning.

   a. That considerable attention be given to time on task for the central administration.

   b. That all instructional directors and coordinators spend fifty percent of their time in schools.

   c. That all administrators, supervisor level and above, visit at least one school per week.

   d. That central administration be sensitive to the increased demands on teachers due to the inclusion of special education, non-English speaking, and low-achieving students in regular classrooms, and actively work to assist teachers in handling these diverse classes.

2. That the principal's role as instructional leader be recognized as a critical element in the improvement of learning. Therefore we recommend:

   a. That considerable attention be given to time on task for the principal.

   b. That principals spend a majority of their time during the instructional day in classrooms and/or working with teachers on improvement of instruction.

   c. That improvement of instruction be the major goal of the principal.

   d. That continuing efforts be made to train principals in leadership skills, particularly in the areas of supervision of instruction (e.g., ITIP), curriculum, instructional methods, and remediation of basic skills.

   e. That the District identify potential candidates for principalships and provide them training and experience targeted at the specific skills needed on the job.

3. That the principal capitalize on leadership qualities of the staff, utilizing this assistance to the highest possible degree.

4. That the department head be more fully utilized in assisting with the improvement of instruction.

   a. That the role of the department head be revised to provide for monitoring and assisting teachers in improving instruction.

   b. That training be provided department heads to assist in improvement of instruction.

   c. That the method of selecting department heads be revised, to provide the best possible District person for each position.

Teachers

That every effort be made to improve the quality of teaching at all levels.

1. That the School District, the parents, and the community cooperatively develop and implement systems of recognizing outstanding teaching.

2. That in-service training be required to help teachers improve skills. Special attention should be paid to:

   - Teaching methods, particularly in the basic skills areas
   - Techniques for motivating students
   - Classroom and time management
   - Self-evaluation
   - Diagnosing learning problems
   - Remediation techniques
   - Cross-cultural communication

3. That every teacher, regardless of subject area or grade, teach and reinforce basic skills and standards in every class.

   - Neatness
   - Sentence structure
   - Grammar
   - Spelling
   - Composition Skills
   - Reading
   - Handwriting
   - Mathematics

4. That the stability of staff, working as a team, be recognized as critical to successful schools.

5. That to achieve more stable and effective school staffing, every effort be made to provide more flexibility in staffing.

   a. That qualifications as well as seniority be utilized in specific job placement.

   b. That the principal's rights in staff selection be improved, to further the team concept in the school.

   c. That better matches in philosophy between teacher and principal be achieved in the staffing process.

6. That the District improve the quality of and assignment process for substitutes, including:

   - In-service training
   - Evaluation
   - Assignment by categories
   - Dismissal if necessary

High Expectations

That, District-wide, high expectations be held for all individuals involved in the schools.

1. That high expectations be recognized as a critical element in high achievement.

2. That each school staff focus on understanding and using high expectations for themselves and for students. That each principal include activities to improve high expectations for everyone.

School Atmosphere

That each school assure a caring, safe, orderly, and attractive atmosphere necessary for good learning.

1. That students, staff, and parents display respect for each other and the property of others.

2. That each school foster a warm, caring atmosphere so that all students have a sense of belonging, a desire to participate, a positive self-concept, and enthusiasm for learning.

3. That in order to provide a safe, orderly environment, with basic consistency between schools, every school and classroom should publicize and implement discipline policies and procedures adopted during 1981-82 school year.

4. That the District improve, to maximum level possible, the maintenance of school buildings. Further, that staff and students accept responsibility for their fair share of assistance in providing and maintaining attractive surroundings.

Multicultural Education

That all ethnic groups in the Seattle community be represented in the school curriculum, materials, displays, and activities.

1. That the social studies curriculum be reviewed thoroughly and modified during 1982-83 to ensure fair representation of all cultures represented in the Seattle community.

2. That all other curriculum areas be reviewed and integrated for inclusion of multiethnic materials and content representative of the school population.

3. That textbooks, library books, visual material, art work, displays, bulletin boards, cultural arts and activities include fair representation of the multiple cultures represented in the school district.

4. That classroom teachers utilize multicultural content and materials. That evaluation be based, in part, on compliance with this District priority.

5. That all principals and secondary department heads monitor the use of multicultural materials in each classroom.

6. That additional resource materials be collected and made available to teachers in the Teacher Resource Center.

Community/Communication

That each school actively foster a sense of community through close working relationships with PTA, parent groups, individual parents, volunteers, and the community at large.

1. That each school actively work to improve the quality and amount of PTA, parent, volunteer, and community involvement in order to create this "sense of community."

2. That each principal use volunteers in a meaningful and effective manner in the school.

3. That each principal plan and implement timely, appropriate communication to parents and community on school activities and affairs. That parents be kept informed of student behavior and academic standing.

4. That each teacher be charged and held accountable for regular, timely and constructive two-way communication with parents, including following building procedures and practices.

5. That the District and individual schools/programs actively seek to supplement school resources through wise use of all available community resources.

6. That the secondary schools be challenged to find solutions to the general community perception that parents are not welcome in the schools.

VIII. ROLE SUMMARY

Seattle schools can become more effective. To do so will require the close cooperation of School Board, administration, staff, students, and community. The specific roles of each partner, relating directly to improvement of achievement, are listed in this section.

These roles constitute a series of interlocking parts. Each participant must fulfill the proper role in order to assure maximum success.

School Board Roles

1. To adopt policies and set priorities.

2. To communicate clear goals and objectives.

3. To appropriate funds for priority items.

4. To improve staff and District stability.

Central Office Roles

1. To implement School Board goals and policies.

2. To prioritize time to improve instruction.

    a. To limit the number of priorities at any one time.
    b. To spend a significant amount of time in the schools.
    c. To limit demands on principal time during the school day.
    d. To recognize staff for quality performance.

3. To model high standards of performance; to demonstrate high expectations for staff, students, and community.

4. To improve school staffing through:

    a. Improving the stability and continuity of staff.
    b. Providing training to upgrade teacher/administrator skills.

5. To develop and implement plans for approved priorities:

    a. Early identification system.
    b. Objective referenced tests.
    c. Remediation.
    d. Parent training to help students with learning.
    e. School planning time for staff.
    f. Self evaluation systems for staff.

6. To improve two-way communication between schools and the central office, the District and the community.

Principal's Role

1. To implement District goals and priorities.

2. To improve student achievement:

   a. To provide a high quality educational program.
   b. To monitor instruction based on District curriculum.
   c. To evaluate and monitor school achievement.
   d. To evaluate staff.
   e. To utilize test results to improve instruction.
   f. To keep parents informed of school achievement and affairs.
   g. To recognize staff and students for good performance.

3. To model high standards of performance; to demonstrate high expectations for staff, students, and community.

4. To organize and manage the school:

   a. To minimize classroom interruptions.
   b. To provide a positive, friendly climate.
   c. To provide for clear and open two-way communication between administration and staff, the school and the central office, the school and the community.
   d. To provide remediation to the extent possible.
   e. To schedule mainstreaming of special students to best provide maximum learning for the student as well as accommodating the classroom teacher's schedule.

Teacher's Role

1. To implement District goals and priorities.

2. To improve the achievement of all students:

   a. To maximize time on task in classroom instruction.
   b. To motivate students to learn.
   c. To present dynamic, interesting instruction, using a variety of teaching methods.
   d. To test for mastery of objectives.
   e. To revise teaching methods to assure mastery.
   f. To challenge students to achieve at the highest level possible.
   g. To keep parents informed of student progress.
   h. To recognize and reward good performance and improvement.

3. To model high standards of performance.

   a. To hold high expectations for all students.
   b. To emphasize reading and writing skills in all classes.
   c. To encourage and assist each student to achieve to the maximum level possible.
   d. To support building rules and procedures.

4. To demonstrate professionalism in all school activities.

   a. To utilize District curriculum.
   b. To supplement required objectives based on the needs of the students.
   c. To work as a member of the school team in planning and implementing school policies and procedures.
   d. To upgrade skills as necessary to meet the changing demands of the classroom.

5. To create a warm, friendly, orderly classroom which is conducive to learning.

   a. To treat each student with respect and dignity in an atmosphere free of sexism and racism.
   b. To use praise and positive reinforcement.
   c. To specify and implement fairly and impartially classroom and school standards of conduct.
   d. To recognize positively in classroom instruction, displays, materials, and activities, the cultures represented in the Seattle community.

Substitute's Role

1. To follow District goals and policies.

2. To follow building rules and procedures.

3. To follow teacher's lesson plans.

4. To maintain discipline and a positive learning environment.

5. To provide quality, dynamic instruction.

6. To leave a written report detailing the lesson covered.

7. To upgrade skills as necessary to meet the changing demands of the classroom.

Department Head's Role

1. To assist the principal in planning and implementing a total school program, consistent with District curriculum and directed toward maximum learning for all students.

2. To establish cooperative planning among department members leading to implementation of course objectives, uniform grading standards, systematic assessment, etc.

3. To communicate to department members District curriculum goals and priorities.

4. To monitor the department for compliance with District curriculum goals and priorites.

5. To observe and give feedback to teachers to aid in improvement of instruction.

6. To ensure that quality, appropriate, up-to-date materials and resources are available and used in the department.

7. To ensure the integration of multicultural materials into the curriculum.

Counselor's Role

1. To implement District goals and policies.

2. To improve student achievement.

   a. To assist in the early identification of learning problems.
   b. To assist in developing remediation programs.
   c. To assist the administration in improving the total school program to accommodate all students.
   d. To model high standards of performance and high expectations for all students.
   e. To assist teachers in motivating students.
   f. To assist parents in motivating students

3. To serve all students.

   a. To maximize time in counseling/guidance activities on academic, social and emotional concerns, with the aim of improving student performance.
   b. To provide early guidance on high school requirements.
   c. To provide career education and guidance.
   d. To eliminate differential treatment of minority students regarding course selection, vocational planning, college aspirations, and scholarships.
   e. To eliminate differential treatment due to sex or handicap.

4. To assist students to focus on learning.

   a. To assist students to develop a positive self image.
   b. To utilize conflict resolution skills.
   c. To guide students to make choices to expand rather than limit career and educational opportunities.

Student's Role

1. To hold high expectations for personal growth and academic achievement.

2. To demonstrate mastery of required basic skills.

3. To progress regularly in all subject areas.

4. To strive for academic excellence in all subject areas.

5. To choose courses which will expand rather than limit future educational or career opportunities.

6. To behave in a courteous, sensitive manner, respecting the rights and values of others.

7. To make a concerted effort to learn.

8. To attend all classes each day on time, ready to work, and with all necessary materials.

9. To maximize learning time.

Parent's/Guardian's Role

1. To keep informed on student progress and performance.

2. To participate in school activities and events.

3. To attend conferences regarding the student's progress.

4. To work with the student at home on mastery of required skills.

5. To share the responsibility of establishing two-way communication with the school staff.

6. To foster in the student a desire to learn.

7. To encourage good study habits.

8. To ensure that the student attends all classes daily and on time.

9. To maintain positive interaction with school personnel.

Support Staff Role (All other school staff: nurses, custodians, lunchroom staff, librarians, etc.)

1. To implement District goals and policies.

2. To support school rules and procedures.

3. To create a warm, friendly, orderly atmosphere where students, staff, and community feel welcome and comfortable.

4. To model positive human relations skills.

5. To demonstrate high expectations for personal performance and the performance of students and staff.

Role of the Community

1. To participate at all District levels as members of task forces, volunteers, communication links, experts in particular fields.

2. To recognize and award good performance of students and staff.

3. To communicate concerns regarding the educational program to the School Board and administration; to work constructively to improve the instructional program for all children.

4. To promote and support public education at the federal, state, and local level.

Given the recommendations and the roles, Board policies were reviewed to determine if the present policies accurately reflect the key factors presented in the Effective Schools Report. To improve this group of policies, recommendations were made to delete, continue, or modify existing policies and to add new policies.

IX. POLICY RECOMMENDATIONS

For the convenience of the School Board, all policies related to the Effective Schools Report are listed below, including those in effect now, (identified by numbers) and those recommended by the Seminar (indicated by the words "New Policy").

ACTION NEEDED	POLICY
	GOALS
Adopt	New Policy: It is the policy of the Seattle School Board to provide direction to the Superintendent through the annual adoption of goals which represent major priorities of the School District. The goals shall be adopted by April 1 of each year and shall be communicated to staff and community by May 1, to allow time for planning prior to the start of the new school year.
	STAFF
Adopt	New Policy: It is the policy of the Seattle School Board to place an effective teacher in every classroom, an effective principal in every building, and an effective staff member in every District position.
Adopt	New Policy: It is the policy of the Seattle School Board to assist staff in upgrading skills by providing opportunities for continuous professional and technical growth.
	HIGH EXPECTATIONS
No Action (Existing)	G 01.00: It is the policy of the Seattle School Board to pursue academic excellence through the development and maintenance of high academic standards designed to challenge each student to maximum potential.
Adopt	New Policy: It is the policy of the Seattle School Board to demonstrate high expectations for themselves, the administration, teachers, students, community, parents, and staff.
No Action (Existing)	H 12.00: It is the policy of the Seattle School Board that students will be promoted to the next school level only when they have achieved a satisfactory level of performance.
	MONITORING
Modify	G 22.00: It is the policy of the Seattle School Board to utilize a variety of educational measurement and assessment processes and to provide for the administration of tests at the appropriate grade levels. The District's program shall be administered to provide an opportunity for students to be measured fairly and impartially. Criterion/objective-referenced tests will be used to assist in measuring student attainment of the District curriculum; national achievement tests will be used at selected grade levels to enable the District to measure the achievement of Seattle students against national norms.

ACTION NEEDED	POLICY
	EARLY IDENTIFICATION
Adopt	New Policy: It is the policy of the Seattle School Board to identify students with learning problems at the earliest possible time and to provide remediation as appropriate.
	CURRICULUM
Modify	G 02.00: It is the policy of the Seattle School Board to adopt and implement a broad course of study designed to serve the needs of students in this urban, diverse community. No course of study or course shall be added or eliminated without approval of the Board nor shall any basic alteration or reduction of a course of study be made without such approval.
No Action (Existing)	G 03.00: It is the policy of the Seattle School Board that curriculum summaries and course descriptions be provided to give direction to the instructional staff of the District and information to parents and the public regarding the District's educational programs.
Modify	G 05.00: It is the policy of the Seattle School Board to assure consistency and continuity in the development and implementation of curriculum; to provide central direction; and to hold the teaching and supervisory staff accountable for the implementation of the curriculum. To this end, the same basic program will be taught in each school in the same grade in each subject area.
Adopt	New Policy: It is the policy of the Seattle School Board that instructional objectives be provided to specify desired outcomes for all courses of study K-12 in the Seattle Public Schools; that certain basic objectives be targeted for mastery by each student; and that the staff be held accountable to teach to the prescribed objectives.
Modify	G 31.00: It is the policy of the Seattle School Board to encourage and support a variety of teaching methods which promote and implement the stated curriculum of the Seattle Public Schools. The variety shall be provided through special schools and programs featuring distinct teaching methods; creative utilization of staff in a particular school to provide a variety of teaching methods; and creative utilization in individual classrooms of a variety of strategies to help students learn.
Adopt	New Policy: It is the policy of the Seattle School Board that a minimum of fifty percent of teaching time be devoted to reading, writing, and mathematics skills for those students who have not mastered basic skills.

ACTION NEEDED	POLICY
	MULTIETHNIC
No Action (Existing)	G 11.00: It is the policy of the Seattle School Board that written procedures for the evaluation and selection of textbooks, library books and other instructional materials be utilized, and that these procedures include involvement of classroom teachers and other professional staff. The procedures shall first prescribe correlation with the District curriculum, and shall also include provisions for the identification and elimination of sex and ethnic bias from all textbooks and instructional materials including reference materials and audio-visual materials. The Board shall make final approval of the adoption and purchase of all basic textual materials.
Adopt	New Policy: It is the policy of the Seattle School Board that all ethnic groups in the Seattle community be represented in the District curriculum. Content regarding the history, culture, and achievement of various ethnic groups will be integrated into the regular curriculum. Representation of ethnic groups must be present in textbook content and pictures, on bulletin boards, on murals, in cultural arts activities, and in school activity.
	COMMUNICATION/PARENT-COMMUNITY
Delete	F 01.00: It is the policy of the Seattle School Board to promote programs of community relations involving citizens, agencies, institutions and public bodies; and to encourage the public distribution of appropriate information.
Delete	F 04.00: It is the policy of the Seattle School Board to encourage and support the public distribution of appropriate informational publications.
Adopt	New Policy: It is the policy of the Seattle School Board to promote the educational program through the distribution of positive, appropriate, timely information to citizens, agencies, institutions, and public bodies.
Adopt	New Policy: It is the policy of the Seattle School Board to operate in partnership with parents in planning and implementing the instructional program.
Adopt	New Policy: It is the policy of the Seattle School Board to cooperate with the business community as a major partner in the educational process and as a major educational resource.

ACTION NEEDED	POLICY
	COMMUNICATION/PARENT-COMMUNITY
Modify	F 12.00: It is the policy of the Seattle School Board to actively encourage the use of volunteers in the public schools. It is the policy of the Seattle School Board to encourage and support volunteers in all schools, as valuable resources in assisting the instructional program.

X. ACKNOWLEDGMENTS

The Seattle School District wishes to gratefully acknowledge the participation and support of the following:

Community

Academic Excellence Committee
Alternative School Coalition
American Friends Service Committee
Black Child Development
Black Professional Educators
Center for Law & Justice
Central Area Motivation Program
Central Area School Council
Chinese-American Education Association
Church Council
Citizens Education Center Northwest
Citizens for Voluntary Integration Committee
Compensatory Education Parents Advisory Committee
Concerned Black Citizens Group
Concerned Citizens/Parents
First A.M.E. Church Social Concerns Commission
International League for Peace and Freedom
Japanese/American Citizens League
League of Women Voters
Municipal League
National Assoc. for the Advancement of Colored People
New Horizons for Learning
Olympia Substitute Teacher
Parent Teacher Student Association
Private Initiatives in Public Education
Program for Effective Instruction
Seattle Chamber of Commerce
Seattle Community (Individual Parents)
Seattle Municipal League
Seattle Urban League
STAR Program
Urban League
Wellness Project

District

Alternative Elementary School #1
Alternative Elementary School #3
Assistant Superintendent, Curriculum and Instruction
Bilingual Education Office
Compensatory Education Office
Conflict Intervention
Curriculum Department
Director, Elementary Department
Director, Integration & Special Programs
Director, Secondary Department
Director, Student Services

District (Continued)

Evaluation Office
Horizon Program
Individual Progress Program
Individualized Educational Program (ITIP)
Integration & Special Programs
Inter-High Council
Mount Baker School
Past Seattle School Board President
Present Seattle School Board President
Principals Association of Seattle Schools
Principals (Individuals)
Proyecto Saber
Seattle Teachers Association
Specialized Educational Services
Superintendent
Teachers (Individuals & Representatives)
Testing Office
Volunteer Services

Education

Anchorage School District - Gene Davis, Superintendent
Evergreen School for the Gifted - Edith Christiansen
Michigan State University - Wilbur Brookover
Northwest Regional Laboratory - Bob Blum
Seattle Catholic Archdiocese - Sister Mary Taylor
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Peggy Haggerty, Bob Lowry
University of Washington - Dick Andrews

Discussion Leaders

Marilyn Cavanaugh
Dwight Gowdey
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Setsu Tanamura

XI. GLOSSARY

From time to time the seminar encountered confusion on terminology. This brief glossary is presented in an attempt to clarify terms used in this report.

Curriculum - The total program of studies. Curriculum decisions involve what is to be learned.

Instruction - The process of teaching the curriculum content to students. Instructional decisions involve how teaching will be done.

Instructional Program - The subject matter content and instruction provided to students at a school.

Objective - A specific purpose or expected outcome.

Instructional Objective - A specific purpose or expected outcome of instruction.

Student Learning Objectives - General outcomes expected as a result of instruction. These objectives meet certain requirements of state law but do not cover every aspect of the curriculum. In Seattle, Student Learning Objectives are measured by assessing attainment of selected instructional objectives.

Course of Study - A narrative description, a listing of instructional objectives, or a combination of narrative and objectives which specifies the content of the instructional program of a particular grade level, course, or subject area.

Course Summary - A brief description of the content of a course and a listing of major instructional objectives expected as a result of satisfactory completion of the course.

Criterion/Objective-Referenced Test - A test which checks student attainment of instructional objectives.

Diagnostic Test - A test which determines the precise skills a student must acquire in order to accomplish specified instructional objectives.

Mastery - Demonstrated attainment of a knowledge or skill objective. (Review and practice are necessary to maintain and increase proficiency.)